

**Texas Education Agency
Standard Application System (SAS)**

2018-2019 School Transformation Fund - Planning		
Program authority:	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	July 9, 2018 to May 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div>
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 MAY 29 AM 8:36</div>

Schedule #1 - General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Plano ISD	043910	Barron Elementary 043910149, Forman Elementary 043910109, Memorial Elementary 043910105	
Vendor ID #	ESC Region #	DUNS #	
75-6002252	10	010491686	
Mailing address		City	State ZIP Code
2700 W. 15th Street		Plano	TX 75075
Primary Contact			
First name	M.I.	Last name	Title
Dash		Weerasinghe	Sr. Exec Director Research
Telephone #	Email address		FAX #
(469)752-8020	Dash.Weerasinghe@pisd.edu		(469) 752-8035
Secondary Contact			
First name	M.I.	Last name	Title
Kathy		Waskow	Director Special Revenue
Telephone #	Email address		FAX #
(469) 752-8047	kathy.waskow@pisd.edu		(469) 752-8033

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Sara	M.I. Bonser	Last name Bonser	Title Superintendent
Telephone # (469) 752-8122	Email address Sara.Bonser@pisd.edu		FAX # (469) 752-8068
Signature (blue ink preferred)		Date signed	

Sara M. Bonser

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019.
8.	For New School Planning models (Reset and Fresh-Start), the applicant provides assurance that they will launch or relaunch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Plano Independent School District (PISD) covers approximately 100 square miles in southwestern Collin County, Texas. The district serves over 54,000 students. Eight of the district's seventy-three campuses (10.9%) are 2017-18 Focus Schools. Three 2017-18 Focus campuses, Barron Elementary, Forman Elementary, and Memorial Elementary are submitting an application to the School Transformation Fund – Planning grant to increase student achievement using the Talent Transformation school improvement strategy. The proposed project will utilize five Accelerating Campus Excellence (ACE) components to recruit, hire and retain effective teachers; develop data use strategies used in planning curriculum units and lessons, embed an additional hour of instruction into the school day, create and support positive learning environments, and develop partnerships to meet student needs. The vision of the district will be displayed on signage, *"We will provide an innovative curriculum, engaging instructional programs and services that prepare graduates to succeed in post-secondary experiences and thrive in a global society"*. The mission of each school will be displayed in hallways to keep our focus and encourage our effort. With technical assistance from the Texas Education Agency and support from the Commit Partnership Best In Class Coalition, ACE Planning Teams in each school will develop a collaborative plan to transform the school to meet the district's mission of providing excellent education for each student.

Budget Development: The Best in Class Coalition, a community initiative sponsored by the Commit Partnership and Communities Foundation of Texas has played a pivotal role in working with key Plano ISD stakeholders to explore using five ACE components to transform schools into high expectation, high achievement campuses. Over a two year period, representatives from the non-profit organization have worked with Plano ISD leaders to review successful implementation of the Talent Transformation model in Dallas and Ft. Worth school districts. Under the direction of the Senior Executive Director of Academics, Research and Program Evaluation, the team reviewed grant program requirements, Talent Transformation design elements and ACE components, Texas Academic Performance Reports (TAPR), and Campus Improvement Plans to draft an implementation blueprint for the grant project. The blueprint outlines goals, objectives, Critical Success Factors, milestones, evaluation methods, indicators of accomplishment and performance outcomes for each ACE component. The blueprint also includes a timeline of action steps to meet milestones and performance outcomes across grade levels and campuses. Costs were assigned to each action step to develop the School Transformation Fund - Planning budget.

Demographics relate to defined goals and purposes: Student accountability research conducted by the Texas Education Agency using State of Texas Assessment of Academic Readiness (STAAR) data indicates elementary school academic performance has a significant effect on high school success. The data reveals students who do not master at least 80% of test questions on the Reading and Math sections of STAAR by fourth grade are most likely to retake English I and Algebra I End-of-Course exams, less likely to graduate high school with their cohort in four years and far less likely to enter college. Plano ISD serves a diverse set of learners. Demographic data at Barron, Forman, and Memorial elementary schools indicate the majority of learners at each campus are Hispanic (68%). The number of economically disadvantaged (83%) and English language learners (54%) enrolled in each Focus School is significantly higher than state averages. These percentages are significantly higher than district and state averages. A review of fourth grade TAPR data at the targeted Plano ISD Focus Schools indicates less than 60% of students at each campus approached state accountability standards on the Reading section of STAAR in May of 2017. The reports further indicate less than 58% of students at each campus approached state standards on the Math section of STAAR in 2017. A further review of data indicates, student scores significantly decreased over a two year period at each campus in both Reading and Math sections of the assessment, all groups of learners failed to meet state and district accountability standards, and economically disadvantaged and English language learners represent the lowest percentage of students meeting standards of achievement on all sections of the assessment. There is a need to transform the elementary schools into high expectation, high achievement ACE campuses.

Management Plan: The Senior Executive Director of Academics, Research and Program Evaluation and a technical assistance consultant matched to the project by TEA will lead the ACE Planning Team to plan a Talent Transformation model for implementation during the 2019-2020 school year. An ACE Planning Team will be formed composed of students, parents, educators, PTA members, Commit Foundation representatives, business partners, and community members. A Program Director will be hired to facilitate project training and events, day to day operations, data collection and reporting, and budget management duties. The grant administrator will ensure project goals and grant requirements are met on time and as required by the campus plans and TEA Program Guidelines.

Evaluation: The School Transformation blueprint will delineate the vision of the project in terms of one project goal for

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

each ACE component. Objectives, Critical Success Factors, milestones, action steps, and performance outcomes for each goal will be developed. Assessment tools and indicators of accomplishment will be listed for each goal for the purposes of progress monitoring and evaluation. An external evaluator will collect and analyze project level data quarterly and at the end of the project. Formative evaluation reports will be submitted each nine weeks to the District Based Improvement Committee (DBIC). The committee will recommend changes in personnel and resources or revise timelines and action steps to ensure grant goals are met. Summative reports will be presented semi-annually by the Superintendent to the Board of Trustees.

The application meets statutory requirements including complying with the fingerprinting code per Section 22.0834 of Texas Education Code. To meet additional statutory requirements, each campus will develop and implement a targeted school improvement plan. **Targeted Improvement Plan:** The ACE Planning Team will refine the existing Campus Improvement Plan to target the five ACE components proven to improve student achievement and school success: (1) effective principals and teachers, (2) instructional excellence, (3) extended learning time, (4) social and emotional support, and (5) parent and community partnerships. **Monitoring Use of Title I Funds:** The three participating Focus Schools are Title I Schoolwide campuses. The district will continue to monitor the use of Title I, Part A funds to ensure expenditures upgrade the entire educational program on the campus, supplement other nonfederal programs, and match the use of program funds specified by the district in the Title I, Part A application submitted to TEA. Under the direction of the Senior Executive Director of Assessment, Research, and Program Evaluation, the campus Principals monitor the development of Campus Improvement Plans to ensure all required Title I components are included. The committee will resubmit the plan to the District Based Improvement Committee (DBIC) for approval. The DBIC will annually monitor success of the plan in significantly improving the achievement of students in Reading and Math. After three years, if the plan has not been implemented with fidelity and/or the initiative has not resulted in significant improvement in student achievement, the DBIC will recommend additional action such as removal of the Principal and redesign of the Campus Improvement plan. **External Partners:** The Plano ISD Human Resources Department has developed a rigorous review process which will be used to recruit, screen, select, and evaluate external partners. The Project Director will work with the department to ensure district procedures are followed. **Alignment of Funds:** The Executive Director of Finance will work with the ACE Planning Team to align local, state and federal resources to carry out the grant plan. **Operational Flexibility:** The district will provide the campuses operational flexibility to modify, as appropriate, practices and policies to enable full and effective implementation of the plans. These policies include stipends for educators, an extended school day, revised transportation hours, and redesigned campus schedules for educators and students. **Proven Strategies:** There are five key components of the Accelerating Campus Excellence (ACE) initiative and all five are critical to the overall success of the strategic staffing initiative. The ACE program first pioneered in Dallas ISD has been tremendously successful and has since been replicated in Fort Worth ISD, with Richardson ISD and Garland ISD planning their ACE launch in August 2018. Plano ISD is committed to working with TEA technical assistance and Commit Foundation representatives to develop a PISD ACE model based on these research—based strategies.

The application meets TEA requirements: Each Focus School will plan a Talent Transformation Model during the grant period. **District Vision Improving Campuses:** The school improvement plan proposed reflects the PISD vision that states, "Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking." The Talent Transformation plan includes all PISD district initiatives for improving low-performing schools outlined in the District Improvement Plan for 2016-17: Close opportunity and achievement gaps through pervasive learner focused support and build support and value an innovative, learning and mission-driven organizational culture. **District Theory of Action:** The project proposed aligns with the Lone Star Governance's Managed Instruction design model with enhancements from the Performance Management design. In Plano ISD, the district's central administration directs all instructional materials and methods, and ensures that students experience consistency and quality of instructional delivery across all campuses. These are enhanced by district's focus by the central administration on the most critical functions of campus accountability and Human Resources support with differentiated paths of continuous improvement for all teachers. Using these designs, the district will be able to accomplish the Board's student outcome goals while operating within other constraints of the Board of Trustees.

Conclusion: The proposed grant plan will utilize five ACE components in the Talent Transformation design strategy to restructure Barren, Forman, and Memorial Elementary schools into high performing Plano ISD campuses.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 043910			Amendment # (for amendments only):		
Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement					
Grant period: July 9, 2018 to May 31, 2019			Fund code: 211		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$61,800	\$	\$61,800
Schedule #8	Professional and Contracted Services (6200)	6200	\$159,200	\$	\$159,200
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$27,000	\$	\$27,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$248,000	\$	\$248,000
Percentage% indirect costs (see note):			N/A	\$	\$2,000
Grand total of budgeted costs (add all entries in each column):			\$248,000	\$	\$250,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director	1		\$50,000
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				\$
16				\$
17				\$
18				\$
19				\$
20				\$
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$50,000
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay (\$80/day)		\$
26	6119	Professional staff extra-duty pay (focus groups)		\$1800
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits (Project Director/extra-duty fringe)		\$10,000
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$11,800
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$61,800

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 043910		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (25% of project budget)	\$62,500
2	Consultant to design evaluation system for principal, teacher, counselor, coaches	\$12,000
3	Consultant to design and evaluate common assessment system for Reading & Math	\$19,900
4	Consultant to design/evaluate surveys to monitor observations, climate, behavior	\$8,000
5	Consultant to measure and analyze principal/teacher effectiveness classification	\$46,800
6	Independent Evaluator of Project	\$10,000
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$159,200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 043910		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: AVID lab curriculum, software programs, books, etc.	\$
Grand total:		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 043910		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	
	Professional Development Fees (\$19,000),	\$27,000
	Travel to required TEA events and observations (\$8000).	
Grand total:		\$27,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 043910			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1238	82.86%	Number of ECD is significantly higher than the district average of 28.7% and state average of 59%.
Limited English proficient (LEP)	807	54.02%	The ELL average is significantly higher than the district average (13.9%) and state average (18.9%).
Disciplinary placements	2	.13%	District disciplinary placements reported on TAPR are significantly lower than campus disciplinary incidents. Campuses report students failing STAAR have an increased number of disciplinary incidents.
Attendance rate	NA	97.1%	Campuses report students failing STAAR have an increased number of absences.
Annual dropout rate (Gr 9-12)	NA	NA	The project serves PK-5 th grade learners.
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	49	32.8%	
6-10 Years Exp.	41	27.7%	
11-20 Years Exp.	45	30.1%	
20+ Years Exp.	10	6.7%	
No degree	0	0%	
Bachelor's Degree	100	67%	All teachers in each campus hold a Baccalaureate degree. One third have earned a Master's degree.
Master's Degree	48	33%	
Doctorate	0	0	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
35	204	229	240	268	256	262								1494

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
16	26	22	22	22	20	20								148

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Schedule #13—Needs Assessment

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each year the School Based Improvement Committee at each campus conducts a needs assessment to develop a Campus Improvement Plan using the Site Based Decision Making process. This needs assessment and resulting school improvement plans were used to develop the Talent Transformation grant proposal. **Step 1 Establish Data Trends.** The vision of Plano ISD (PISD) is for each student to graduate prepared for college and a career. A review of Texas Academic Performance Reports (TAPR) indicates an average of 69% of district students graduate "college ready" annually based on meeting college readiness standards in both English Language Arts (ELA) and Math. This percentage is lower for economically disadvantaged (ECD) and English language learners (ELL). In 2017, only 42% of ECD students and 21% of English language learners graduated high school meeting college readiness standards in both content areas. Educational research shows fourth grade achievement in reading and math are indicators of high school success. More than 82% of students in Barron, Forman, and Memorial Elementary campuses are economically disadvantaged and 54% speak English as a second language. The ACE Planning Team conducted a review of campus ELA and Math scores. Reading/ELA: STAAR Reading data at targeted elementary schools indicates less than 54% of ECD learners approached state standards in fourth grade Reading in 2017 which is a decrease from 65% of students approaching the standard in 2016. The percentage of fourth grade ELLs approaching state standards on STAAR Reading fell from 60% to 42% during the same time period. Math: The percentage of ECD learners approaching state standards in fourth grade Math decreased from 64% to 55% between the 2016 and 2017 test administration. The percentage of fourth grade ELLs approaching state standards on STAAR Math decreased from 61% in 2016 to 47% in 2017. **Step 2 Set Priorities.** Based on the data analysis, the planning team recommended five components of the Accelerating Campus Excellence (ACE) model to positively impact student performance and achievement: (1) Strategic Staffing Plan: The plan to place effective principals and teachers in targeted Focus Schools will include revising recruiting and interview policies; implementing a financial incentive plan; refining staff evaluation methodologies to include student growth, conducting observation feedback and stakeholder surveys; and presenting training to develop intentional leaders. (2) Instructional Excellence: The transformation model for improving curriculum and instruction will include developing evaluation of the common assessment system, technology tools for data management and reporting, training on using data to make instructional decisions, content area meeting schedules to refine curriculum and plan interventions, Professional Learning Community meeting schedules to plan personalized classroom instruction, and a coaching model for Reading and Math. (3) Extended Learning Time: An hour will be added to the instructional day to allow students to attend innovative intervention, enrichment, and safety activities. Workshops will be held to plan the ACE afterschool activities. The food service schedule will be restructured to provide three meals daily. (4) Social and Emotional Support: The team will review and select a character-building program to develop mindful student, parent, and teacher leaders who trust one another and work together to meet collaborative academic, personal, and school goals. Training will be conducted for counselors. A survey for monitoring positive behavior and discipline incidents will be designed. (5) Parent & Community Partnerships: Student, family, and school needs will be assessed. A plan will be developed to improve communication protocols between educators, parents, and community members; establish partnerships with community organizations that provide wrap-around services; and strengthen the existing Parent Teacher Associations. **Step 3 Set Annual Goals.** Goals to meet each established priorities include: (1) Increase the number of effective teachers in Focus Schools; (2) Improve Teaching and Learning; (3) Increase Student Achievement; (4) Increase positive behavior; and (5) Improve student engagement in learning. **Step 4 Dissect Goals to Determine Interventions.** An Ace Planning Team will be formed to develop the Talent Transformation model during the 2018-19 school year. The team will plan the most effective strategies to address identified needs and make progress toward goals. A Talent Transformation blueprint will be developed to specify objectives, Critical Success Factors, milestones, action steps and performance outcomes. The blueprint will guide implementation and provide a tool for evaluation. **Step 5 Evaluate & Make Adjustments.** Plano ISD will work with outside consultants to develop an evaluation methodology, indicators or progress, and performance outcomes for each of the five ACE components. An Independent Evaluator will be hired to use project-level data and participant feedback to determine the projects effectiveness in meeting grant goals. The District Based Improvement Committee will review and recommend revisions to project activities for successful implementation during the 2019-2020 school year.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Effective Principals and Teachers: National research indicates teacher effectiveness has the single largest impact on academic growth for students. Each of the focus schools targeted for transformation has a high percentage of teachers who have taught less than five years. There is a need to create a strategic staffing plan that places the most experienced and knowledgeable educators in Focus Schools to implement school improvement.	The School Transformation Fund Planning grant will enable stakeholders to create a strategic staffing model for low performing schools. The process will include: (1) Establishing recruitment and interview policies to employ educators with demonstrated records of success; (2) Developing a financial incentive plan for educators who teach in the Focus schools; (3) Selecting and implementing training to develop campus leaders dedicated to the campus vision and mission; and (4) Creating evaluation tools to determine staff effectiveness.
2.	Instructional Excellence: The planning committee reviewed curriculum and instruction processes at each campus. The team determined educators conduct "data digs" during planning meetings. However, campus educators could not clearly explain how the information was used to refine curriculum or to plan instruction. There is a need to establish an ongoing system for data disaggregation and use to improve teaching and learning.	During the planning year, the ACE Team will restructure educator schedules to include: (1) ACE training in the use of data to make instructional decisions; (2) PLC meetings scheduled to utilize data model; (3) Coaching plan developed to improve content knowledge and instructional best practices; (4) Vertical content area teams meet to refine classroom, intervention, and enrichment curriculum; (5) Common assessments created; and (5) Tech-based systems to collect, analyze, & report data put into place.
3.	Extended Learning: The number of economically disadvantaged and English language learners enrolled in each Focus School is significantly higher than district and state averages. Student performance on the Reading and Math sections of STAAR are well below state expectations for all student groups. The number of students approaching standards in these areas has decreased over the past two years. There is a need to improve student performance and academic achievement in Reading and Math.	During the initial planning year, stakeholders will restructure the student schedule to improve student performance and achievement in Reading and Math. The program at each campus will include: (1) Extended day ACE intervention, enrichment, and safety activities; (2) Breakfast, lunch, and dinner served during school hours; (3) Transportation routes to and from school to accommodate extended hours; and (4) Participation surveys to determine the effectiveness of extended day interventions.
4.	Social and Emotional Support: The attendance rate of each Focus School mirrors state averages. However, a comprehensive review of campus data determined students in each school who failed to meet state standards on STAAR had more discipline incidents and school absences than students passing the assessment. There is a need to put disconnected youth back on track toward school success.	The Planning Team will review and select a research-based program to develop student and educator leaders. The program will include: (1) Training to promote intentional leadership & positive behavior; (2) Events/strategies to build open relationships between stakeholders; (3) Student incentives tied to the learner's personal and academic goals; and (4) Evaluation surveys to measure school climate and track discipline incidents.
5.	Parent/Community Partnerships: 83% of learners enrolled in targeted Focus Schools are classified as economically disadvantaged. Children of poverty often fail to succeed in school because they are undernourished, exposed to stress in the home or neighborhood, or challenged by unresolved health problems. There is a need to form partnerships to strengthen the social and emotional health of children and family members.	The ACE Planning Team will build community partnerships to improve student engagement in school. The program will include: (1) Recruiting parents & community members to present extended day ACE enrichment activities; (2) Establishing partnerships with community organizations that provide wrap-around services for high need youth; (3) Creating service learning projects such as campus beautification programs; and (4) Strengthening existing Parent Teacher Associations.

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Schedule #14—Management Plan

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Senior Executive Director of Academics, Research and Program Evaluation	The Senior Executive Director of Academics, Research and Program Evaluation will be responsible for oversight of planning, implementing, and evaluating the Talent Transformation program. <u>Required qualifications:</u> School district administrator with successful experience in planning and implementing school improvement models. The district level decision maker will possess knowledge of state law and school policy and will be expected to effectively "clear the path" for campus-based changes to curriculum, operations, and leadership. Excellent team building skills required to develop essential campus and community partnerships.
2.	Campus Principals	Certified Texas Principals with experience in successfully leading school reform. <u>Required Qualifications:</u> Focus School leaders must be able to articulate the vision and purpose of the campus and to communicate the urgency and importance of the Talent Transformation project. The principal selected must have knowledge of the Accelerating Campus Excellence (ACE) model to effectively restructure assessment, curriculum and instruction, parent participation and evaluation processes based on school needs. The school leader will be expected to lead by example and to ensure each staff member understands and takes responsibility for their role in school improvement.
3.	Talent Transformation Project Director	The director will be responsible for project management including communication and oversight of planning meetings, development of project and campus documents and reporting, requisitioning of materials and resources, and coordination of parent and community partnerships. <u>Required Qualifications:</u> The project director will have documented success in leading successful school reform in a high need campus including knowledge of the school improvement process, the Texas accountability system, and database systems used for disaggregating student data. The educator will have experience in successfully facilitating meetings, presenting professional development, and building community partnerships.
4.	TEA Technical Assistance	Technical Assistance provider who will facilitate planning for school reform. The Texas Education Agency Division of School Improvement will match the appropriate technical assistance provider. <u>Required Qualifications:</u> The consultant will have experience working with local Education Service Center (ESC) Turnaround Teams to support schools in the Texas Accountability Intervention System (TAIS) continuous improvement framework and in meeting intervention requirements.
5.	Elementary Teachers and Counselors	Teachers - Full time certified TX educator with successful experience in achieving student academic goals and school accountability goals. Teachers selected will be campus leaders who are dedicated to working with high need student populations. Counselors - Full time certified TX educators with experience as school counselor. Strong communication skills including shaping the vision of recruitment and retention, developing Personal Graduation Plans, hosting project events, and facilitating the student incentive program.
6.	ACE Talent Transformation Planning Team	The team, led by the Senior Executive Director of Assessment, Research, and Program Evaluation will include students, parents, educators, Principals, Best in Class Coalition and Commit Partnership representatives, PTA members and community partners. Team members will be recruited based on their expertise and commitment to planning and implementing school reform in the district.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	An ACE Talent Transformation Planning Team will be formed by July 2018.	1. ACE blueprint published	07/09/2018	08/31/2018
		2. Transformation grant communicated to community	07/09/2018	08/31/2018
		3. Project Director recruited and hired	07/09/2018	08/31/2018
		4. Recruitment events held for ACE team members	07/09/2018	09/30/2018
		5. ACE meetings held to plan transformation	07/09/2018	05/31/2019
2.	90% of teachers in Focus Schools will have successful record of teaching high need learners	1. Recruitment, interview & incentive workshops held	09/01/2018	01/31/2019
		2. Educators hired based on new system	02/01/2019	05/31/2019
		3. Stipends incentive system created	02/01/2019	05/31/2019
		4. Evaluation of educator effectiveness published	04/01/2019	05/31/2019
		5. 2019-20 Recruitment & Retention Plan published	04/01/2019	05/31/2019
3.	Focus Schools will create and train teachers in a data use model by December 2018.	1. Workshop held-using data to inform instruction	09/01/2018	12/21/2018
		2. Tech system in place to collect/analyze/report data	01/05/2019	03/01/2019
		3. Classroom/intervention/enrichment curric. aligned	09/01/2018	12/21/2018
		4. Common assessments created & published	01/05/2019	03/01/2019
		5. 2019-20 PLC Model and schedule published	04/01/2019	05/31/2019
4.	Focus Schools will extend class learning time and publish schedules by May 2019.	1. Workshops held to develop extended day activities	01/01/2019	03/31/2019
		2. Transportation plans for extended day complete	01/01/2019	03/31/2019
		3. Food service plan to provide 3 meals daily complete	01/01/2019	03/31/2019
		4. Participant surveys complete	01/01/2019	03/31/2019
		5. 2019-20 ACE Extended Day schedule published	04/01/2019	05/31/2019
5.	Focus Schools will publish a student support plan & conduct training by March 2019.	1. Audit of character building programs completed	09/01/2018	12/01/2018
		2. Training conducted to build intentional leaders	10/01/2018	03/31/2019
		3. Events/strategies to build open relationships held	10/01/2018	03/31/2019
		4. Surveys of school climate and discipline complete	01/01/2019	03/31/2019
		5. 2019-20 ACE Social Support schedule published	04/01/2019	05/31/2019
6.	Focus Schools will establish community partnerships by May 2019.	1. Analysis of wrap-around needs complete	07/09/2018	11/01/2018
		2. Partners identified provide social, emotional, health	07/09/2018	12/01/2018
		3. PTA conducts partner recruitment events	09/01/2018	03/01/2019
		4. PTA conducts family information events	02/01/2019	04/30/2019
		5. 2019-20 ACE Partnership Mtgs schedule published	04/01/2019	05/31/2019
7.	Focus Schools will submit grant to fund implementation of plan by May 2019.	1. Grant performance evaluated at each campus	04/15/2019	05/31/2019
		2. Campus needs assessments conducted	04/15/2019	05/31/2019
		3. 2019-20 Campus Improvement Plan created	04/15/2019	05/31/2019
		4. 2019-20 Talent Transformation blueprint created	04/15/2019	05/31/2019
		5. Implementation grant submitted	04/15/2019	05/31/2019
8.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plano ISD plans, implements, and evaluates school improvement initiatives using the site based decision making process. The PISD Board of Trustees sets goals annually for the upcoming school year based on the comprehensive needs assessment which identifies performance gaps and assesses campus needs using performance data from TEA Academic Performance Reports. A team of stakeholders, the District Based Improvement Committee (DBIC) is responsible for putting the board goals into action. The DBIC consists of parents, educators, administrators, community members and educational partners. The committee uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Site-based decision making is a process for decentralizing decisions to improve the educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation. The DBIC first studies state and federal academic standards and accountability requirements, and evidence based strategies for improvement. The leaders then create a District Improvement Plan (DIP) that outlines objectives, action steps, personnel, and materials for achieving the board specified goals. The Superintendent and Board of Trustees approve the DIP and all initiatives recommended by the District Based Improvement Committee.

Talent Transformation Grant Process and Procedures: Under the direction of the Senior Executive Director of Assessment, Research, and Program Evaluation, key stakeholders will use School Based Improvement Plans from each targeted Focus School, TEA Talent Transformation strategies, and Accelerating Campus Excellence (ACE) components to draft a school improvement plan for the School Transformation Fund – Planning Grant. The team will develop a Talent Transformation blueprint as a framework of campus needs, goals and objectives, critical success factors, and performance targets. The blueprint created will include a separate timeline for each of the five ACE components – Effective Principals and Teachers, Instructional Excellence, Extending Learning, Social and Emotional Support, and Parent and Community Partnerships. The timeline will outline milestones to be completed quarterly for each ACE component, evaluation tools, and associated indicators of accomplishment. The Project Director will work with an Independent Evaluator to collect data and publish formative progress reports each nine weeks and a summative evaluation at the end of the grant year.

Adjustments to the Plan: The Plano ISD Superintendent serves as the leader of the District Based Improvement Committee (DBIC). The committee meets four times each year. During the first three meetings, Focus School Principals will present the Talent Transformation grant formative progress reports including grant data and participant feedback to the committee. With the guidance of district leadership, the DBIC will use the progress reports to adjust strategies, personnel, and resources on the grant blueprint to meet project milestones. During the final meeting of the year, the DBIC will use the summative evaluation to determine the effectiveness of the project in meeting grant goals.

Communication: Communication is the key to successful grant implementation. The School Based Improvement Committee will serve as a conduit of communication to the faculty, staff and community. A written agenda and official minutes are maintained for each committee meeting and posted on the district website. Formative progress reports and the summative evaluation will be published as part of the meeting minutes. In this way, all stakeholders will have access to project data and information, as well as, changes to the grant project.

Celebrations of Success: One of the stated priorities of the district is spending time, energy, and effort dedicated to finding, increasing, and celebrating student achievement. Campus counselors will coordinate celebrations of school success related to grant performance targets. The Project Director will utilize the campus and district website to communicate grant program events and celebrations to ensure all stakeholders including students, parents, and community members are informed of project goals and successes. Communication will be provided in Spanish and English.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plano ISD has the capacity to sustain the program after the project ends. Longitudinal research commissioned by the Texas Education Agency has identified components essential to sustaining an effective school improvement program. The district will build upon existing resources in the district to implement each component and sustain the Talent Transformation planning project including: **(1) Establish a process for using data systems to guide decisions:** Plano ISD has established procedures for conducting 'data digs' using State Assessment of Academic Readiness (STAAR) scores, PISD gap analysis; TELPAS and AMAO results; classroom tests; and student work samples. Under the direction of the PISD administrator, district stakeholders will establish a campus-based process for using academic needs identified through 'data digs' to refine curriculum and plan classroom instruction. During the grant project, system of common assessments will be created for each grade level. A technology based system for administering and scoring assessments will be selected and put into place. The team will identify system reports that simplify data disaggregation into a useful tool for improving educational outcomes for targeted economically disadvantaged and English language learner student groups. Reports selected will enable educators to plan appropriate curriculum units, identify interventions for groups and individuals; target instructional resources, and recognize trends in educational participation, outcomes, and achievement. Professional development will be conducted to introduce the assessment, testing program, reports, and data planning strategies. The development of technology systems and data use procedures during the planning year will be supported and sustained by the PISD Assessment, Research, and Program Evaluation Department after the project ends. **(2) Build academic support into the campus schedule:** PASAR is Plano ISD's after-school care program for students in grades Pre-K through grade 5. The program, located in each Focus School campus, provides afterschool care for families who pay a fee for the services. Economically disadvantaged students qualify for Pasar services at reduced fee rates. Opportunities are given for students to work on homework and participate in structured recreational and fine arts activities to enhance their overall skill development. The proposed grant will utilize the structure for personnel and schedules established by the successful PASAR program. During the planning grant, educators will attend workshops to develop afterschool activities for each nine weeks period in three areas: intervention classes to develop targeted Reading and Math skills, enrichment activities to develop knowledge and skills in all content areas including music and writing, and health and safety classe focusing on injury prevention, and character building lessons. The district will contract with a consultant to develop a plan for evaluating the effectiveness of afterschool programming on student academic achievement. **(3) Put into place a highly qualified & certified staff committed to working with at-risk students:** The Assistant Superintendent for Employee Services oversees and manages the operation of Professional Learning and Human Resources Departments, which includes employee recruitment and retention, compensation and employee records, district health services, and benefits and risk management. The district administrator has been actively researching Educator Excellence and Teacher Advancement Program incentive programs. The director will work with planning team members to identify effective programs and to develop recruitment, incentive, and retention programs for the Talent Transformation project. The team will also work with consultants to revise the existing educator evaluation system to emphasize actions and practices that lead to instructional effectiveness with every student. **(4) Establish systems for ongoing, high-quality staff development:** Plano ISD educators attend weekly professional learning communities (PLC) meetings at each campus to increase student achievement. During the 2018-19 grant planning year, workshops will be held with Reading and Math teachers to vertically align curriculum and to use the sequence to designate classroom, intervention, and enrichment curriculum strands. Professional development will be conducted to introduce the curriculum to grade level teachers. Additional training will be held in identifying instructional strategies that are effective with high need students from low socio-economic families whose primary language is Spanish. Grade level workshops will be held to integrate vertically aligned knowledge and skills into classroom instructional units. During workshops, the team will develop a plan for professional learning community meetings. Consultants will be hired to develop a plan for evaluating the effectiveness of the professional learning and PLC meetings on teacher effectiveness. Effective components will be sustained as curriculum and instruction programs of the campuses. **Commitment:** The Talent Transformation Planning project is designed to improve student performance for our most at-risk student groups. The ACE Planning Team will build on successful PISD programs to develop and sustain a successful transformation plan. It will be the success of the students in meeting academic goals that will inspire and commit stakeholders to not only sustain but to expand effective program components in future years.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	ACE Planning Team formed to oversee planning, implementation and evaluation.	1.	Grant introduced to school/community – powerpoint presentation and flyers
		2.	ACE Planning Team members – lists of members
		3.	ACE Planning Team meetings – attendance logs and evaluation forms
2.	ACE Committees formed to plan each ACE component of the transformation plan.	1.	ACE Planning Team recruitment events for members of each committee
		2.	ACE Committee members – lists of members
		3.	ACE Committee meetings – attendance logs and evaluation forms
3.	Implementation Plan for Hiring Effective Principals & Teachers completed–grant documents	1.	Recruitment/Interview/Retention plans – HR & Board approval
		2.	Incentive plan created/documented – HR and Board approval
		3.	Educator evaluations scoring refined - HR & Board approval
4.	Implementation Plan for Instructional Excellence completed – grant documents	1.	Data driven decision training – attendance logs and evaluation forms
		2.	Revised best practices in Reading/Math – 2019-20 curriculum documents
		3.	PLCs & content area mtgs scheduled – 2019-20 Campus Master Schedule
5.	Implementation Plan for Extended Learning completed – grant documents	1.	Professional Development conducted-PISD attendance & evaluation forms
		2.	Workshops conducted-PISD attendance & evaluation forms
		3.	Campus schedules include afterschool classes -2019-20 Master schedules
6.	Implementation Plan for Social and Emotional Support completed – grant documents	1.	Audit of social and emotional support programs-attendance & eval. forms
		2.	Training in support program for stakeholders-attendance & eval. forms
		3.	Workshop to align and plan student incentives-attendance & eval. forms
7.	Implementation Plan for Parent and Community Partnerships completed – grant documents	1.	Audit of parent and community partnerships
		2.	Workshop to student/school needs with partners - attendance & eval.
		3.	Recruitment completed and partnerships formed – list of 2019-20 partners
8.	Submission of a transformation implementation plan	1.	School Based Committee integrates Talent Transformation goals in plans
		2.	District Based Improvement Committee recommends improvement goals
		3.	Board of Trustees approves Focus School Improvement Plans
9.	Development of evaluations for each component of Transformation Plan	1.	District recruits, interviews, and hires consultants to develop evaluations
		2.	Evaluations reviewed and approved by Program Evaluation Dept. May 2019
		3.	Data collection scheduled on blueprint for 2019-20 implementation
10.	Submission of a transformation implementation plan	1.	Campus Improvement Committee integrates Talent Transformation goals
		2.	District Improvement Committee integrates Talent Transformation goals
		3.	Board of Trustees approves school improvement plans

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Schedule #15—Project Evaluation

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for Collecting Data: The ACE Planning Team will meet during the first month of the grant program to refine the Talent Transformation Planning blueprint. The document will be edited to include ACE Planning Team Meetings, ACE Committee meetings, District Based Improvement Committee (DBIC) meetings, trainings, workshops, and events. The Program Director will provide attendance logs for all grant events that include the attendee's name and organization. Plano ISD Professional Development Evaluation forms will be used to collect information from trainings and workshops.

Program-Level Data: The Ace Planning Team will include five committees. Each committee will be responsible for planning one component of the Talent Transformation Plan. The five committees and associated data to be collected:

(1) Effective Principals & Teachers Committee - This committee will be responsible for working with the Senior Executive Director of Assessment, Research, and Program Evaluation and the Assistant Superintendent for Employee Services to develop recruitment, interview, retention and incentive plans for the Focus Campuses. In addition, the committee will be responsible for working with the Human Resources department to develop and publish recruitment, interview and incentive plans. The team will present plans to the Board of Trustees by May 2019. Attendance logs and staffing plans will be used as data to indicate accomplishment of grant goals.

(2) Instructional Excellence Committee - The committee will be responsible for working with the PISD Professional Learning Department staff to select professional development training to improve teaching and learning for targeted student groups, and to sponsor training workshops for grade level and vertical teams. The committee will also be responsible for working with the Campus Principals to restructure the campus schedule to include weekly Professional Learning Community meetings and vertical Reading and Math content area meetings. Attendance logs, evaluation forms and 2019-20 educator schedules will be used to indicate accomplishment of grant goals.

(3) Extended Learning Committee - This committee will be responsible for working with the Student and Family Services Department to add an hour of learning to each school day. The team will review the successful PASAR program to develop a plan for ACE afterschool activities. In addition, the committee will attend workshops with Focus School teachers to review content area academic needs and to plan innovative ACE intervention or enrichment classes to meet student needs. Attendance logs, evaluation forms and 2019-20 campus master schedules that include ACE classes will be used as data to indicate accomplishment of grant goals.

(4) Social & Emotional Support Committee - This committee will be responsible for working with the campus Principals and Counselors to review and select a character building program to be implemented during the 2019-2020 school year. The team will attend training with teachers, parents, and students. The committee will also hold workshops with counselors to develop an implementation plan and to identify student incentives to promote positive behavior. Campus climate surveys will be created to determine the effectiveness of the intervention. Data collected will include attendance logs at meetings and workshops, evaluation forms at workshops, and a written plan for implementation and incentives.

(5) Parent & Community Partnership Committee - The committee will be responsible for working with the Director of the Student and Family Services Department, Campus Principals and Parent Teacher Associations (PTA) leaders to determine student and school needs. The team will hold ACE events to recruit partners who have been recommended to provide wrap-around services to meet identified needs. The committee will also sponsor workshops with partners to develop a plan for coordinating services such as a local nursery sponsoring an ACE class to add landscaping to the school, local artists conducting ACE classes to paint a mural on hallways, etc. Data will include attendance logs from meetings and events, evaluations from workshops, and a Partner List aligning student needs with planned services and partners.

Problem Correction: The ACE Planning Team will meet four times each year to review committee data. The Program Director will provide formative reports to the District Based Improvement Committee (DBIC) each quarter. The campus-based team will review data and feedback to recommend changes to timelines and activities to meet grant goals.

Continuous data collection and problem correction will allow implementation problems to be identified and addressed in a timely manner. The Independent Evaluator will provide a summative report and the proposed Talent Transformation Plan to the District Based Improvement Committee at the end of the 2018—2019 school year. The information will be used to develop the 2019-2020 Campus Improvement Plan for each targeted Focus School.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Barron Elementary, Forman Elementary, and Memorial Elementary utilize guidance from the Texas Education Agency to develop Campus Improvement Plans:

Step 1. Data Analysis and Needs Assessment: All three targeted campuses are Focus Schools. Under the direction of the Senior Executive Director for Academics, Research, and Program Evaluation, the School Based Improvement Committees (SBICs) utilized the five steps of the Texas Accountability Interventions System (TAIS) framework to collect and analyze data and to conduct the 2017 comprehensive needs assessment. First, the committee clarified and prioritized problem statements. Next, to set the purpose of the needs assessment, the team studied the mission of the campus. Membership of the SBIC was then reviewed data based on TAIS guidelines, PISD Board Policy, and the plan to transform the campus using the proven Accelerating Campus Excellence (ACE) model. The type of stakeholders involved in the planning process was increased to social services providers, local business owners, community members, and parents representing targeted economically disadvantaged and English language learner student populations. Each committee worked with the district administrator to collect appropriate data in four STAAR performance indexes: achievement, progress, closing performance gaps and post-secondary readiness. The committee identified topics for each performance index and collected data from multiple sources including formative and summative, quantitative and qualitative, short term and long term, and objective and subjective information. Once data was organized and collected, the team utilized TAIS questions to determine trends and patterns in data over time, the impact of trends and patterns, and the root causes that contributed to each problem. The team found two student groups, economically disadvantaged and English language learners, had the lowest number of students meeting state standards in Reading and Math. Further analysis noted the scores were significantly lower than district and state averages.

Step 2. Selection of Model, Goals, and Interventions: After identifying the problem and cause, the SBIC reviewed the components of school improvement models from the School Transformation Fund – Planning grant to determine the model that best addresses student and campus needs. Using TAIS handouts outlining Critical Success Factors and required interventions for each model and information from the Division of System Support and Innovation (DSSI), each SBIC selected the Talent Transformation model. Once the model was selected, the SBICs set project goals for improved achievement in Reading and Math. Each committee then drafted a Campus Improvement Plan based on Critical Success Factors that are essential to accomplishing a comprehensive change of expectations and behaviors to result in a transformation of systems:

- (1) Leadership Effectiveness and Teacher Quality: Create a strategic staffing plan that places the most experienced and knowledgeable educators in Focus schools to implement school improvement.
- (2) Increases Learning Time and Student Achievement: Extend the school day by implementing ACE afterschool classes to improve student performance and achievement in Reading and Math;
- (3) Increase Use of Quality Data to Drive Instruction: Provide staff ongoing, job-embedded professional development in Professional Learning Community (classroom instruction) and Content Area meetings (intervention and enrichment instruction) to use data to provide differentiated instruction for targeted subpopulations;
- (4) School Climate: Implement proven social support systems that include incentive programs to put disconnected youth back on track toward school success; and
- (5) Family and Community Engagement: partnerships to strengthen the social and emotional health of children and family members.

Step 3: Implementation: The ACE Planning Team from each campus will work together to develop a collaborative blueprint that outlines campus needs, goals and objectives, critical success factors, and performance targets for developing a Talent Transformation plan. The framework will be used to guide planning and to conduct the grant evaluation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All Plano Title I, Part A Campuses are designated as Schoolwide campuses. Schoolwide campuses are able to use Title I, Part A funds to supplement services, programs and activities that impact the entire school population.

Monitoring School Improvement Plans: The Senior Executive Director for Academics, Research, and Program Evaluation serves as the designated District Coordinator of School Improvement (DCSI) and leads the Plano ISD School Improvement department. School Improvement staff members work with the School Based Improvement Committee (SBIC) to use the Site Based Decision Making Process (SBDMP) to analyze data and conduct a comprehensive needs assessment. The staff further works with the School Based Improvement Committee to use the Texas Accountability Intervention System (TAIS) continuous improvement framework that is aligned around seven Critical Success Factors (CSFs) and the ESEA turnaround principles to develop a Schoolwide Campus Improvement Plan.

Critical Success Factors	USDE Turnaround Principles Framework for Continuous and District and School Improvement
Leadership Effectiveness	Providing strong leadership by (1) reviewing the performance of the current principal; (2) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.
Teacher Quality	Ensuring that teachers are effective and able to improve instruction by (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the transformation effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs
Increased Learning Time	Redesign the school day, week, or year to include additional time for student learning and teacher collaboration;
Academic Performance	Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with Texas Essential Knowledge Skills
Use of Quality Data to Drive Instruction	Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data
School Climate	Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs
Family/Community Engagement	Providing ongoing mechanisms for family and community engagement

PISD Academics, Research, and Program Evaluation department staff members also work with the School Based Improvement Committee to develop a campus budget that utilizes Title I, Part A funds to provide supplemental funding for items specified in the schoolwide plan. Once the Campus Improvement Plan and budget have been approved by the Board of Trustees, the DCSI assists Focus Schools in implementing the plan for improvement. The Senior Executive Director of Assessment, Research, and Program Evaluation attends required trainings with Focus School staff members and works with campus leaders to meet Texas Education Agency reporting requirements. **Additional Actions:** The PISD Academics, Research, and Program Evaluation department conducts programmatic review to ensure school improvement goals are being achieved using quarterly and summative School Based Improvement Committee reports. The reports outline program-level and student-level data related to the accomplishment of each Critical Success Factor. The staff also conducts budget reviews semi-annually to ensure funds are being used only to address instructional needs that are directly linked to the school's needs assessment and are identified in the Campus Improvement Plan. When a Focus School does not accomplish school improvement goals over a period of years, the principal is replaced and a district leader who has a record of success in transforming high need campuses is appointed to the position. In addition to ensuring effective leadership, school improvement strategies are reviewed and refined to ensure all Critical Success Factors are addressed and campus systems and process are reviewed to remove unsuccessful practices and maintain commitment to continuous improvement. The PISD school improvement process ensures proven improvement plans built on innovation to bring success for targeted students and schools.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plano ISD will contract with matched technical assistance support from the Texas Education Agency to develop the Talent Transformation plan. Twenty-five percent of the application budget has been designated as "Matched School Transformation Partner" to support the services provided by the school transformation partner. In addition, the School Based Improvement Committee has recommended both Focus Schools contract with external service providers to develop evaluations for each project component and an Independent Evaluator to create and conduct formative and summative evaluations.

Recruitment: Plano ISD has access to and experience in working with a large pool of external consultants and providers from the Dallas Ft. Worth metropolitan region and the state of Texas. The district will utilize recommendations of The Best in Class Coalition, Commit Partnership, and Communities in Schools for recruiting consultants who have proven experience and success in working with schools to implement Accelerating Campus Excellence (ACE) components.

Screening and Selection: PISD utilizes the Texas Government code in screening and selecting consultants. Per Section 2269.055, (Texas Government code) "In determining to whom to award a contract a district may consider:

- Purchase price;
- The offeror's experience and reputation;
- The quality of the offeror's goods or services;
- The impact on the ability of the governmental entity to comply with rules relating to historically underutilized businesses;
- The offeror's safety record;
- The offeror's proposed personnel;
- Whether the offeror's financial capability is appropriate to the size and scope of the project; and
- Any other relevant factor specifically listed in the request for bids, proposals, or qualifications

Evaluative criteria will have the following weights assigned to rank Proposals:

- Cost-30 points,
- Qualifications-20 points,
- Reputation-20 points,
- Experience-20 points, and
- District Needs-10 points.

All other criteria will be assigned the value of zero. Using these criteria and weights District Committees will evaluate and rank Proposals to determine the Proposer that presents the best value to the District.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plano ISD (PISD) will coordinate funds from a variety of funding sources including Foundation School Program, Title I, Title III, State Compensatory Education, and Plano ISD Education Foundation funds to maximize effectiveness of grant funding. Examples of :

- professional development funding provided through the district Professional Learning department will be used to facilitate professional development training and workshops held during the planning period;
- transportation resources will be used to transport students home at the end of the extended day schedule;
- instructional coaches will be paid using district personnel appropriations;
- facilities funding for furniture and educational materials will be used to support implementation of the ACE afterschool program;
- The Texas Department of Agriculture Food and Nutrition Division administers the National School Lunch (NSLP) and School Breakfast Programs (SBP) for Public Schools. Food service funding based on household level will be utilized to provide three meals per day for Focus School students; and
- The Plano ISD Education Foundation is a 501(c)3 non-profit organization with a mission to help all students in the Plano Independent School District to achieve their full potential by providing financial support to educators and academic programs . The foundation will provide school supplies to targeted economically disadvantaged learners at each Focus School. In addition, campus educators will apply for grant awards to fund innovative ACE afterschool classes.

Plano ISD leaders have experience in restructuring schools using innovative models, technical assistance, and all appropriate funding sources to improve student performance. PISD will ensure the Focus School campuses targeted for transformation work with district administrators, TEA technical assistance, and community partnerships to locate and utilize all available funding sources to enable full and effective implementation of plans.

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Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Focus Campuses will create a Talent Transformation Plan to ensure comprehensive change in the structure and systems of each school. Plano ISD will ensure Barron Elementary, Forman Elementary, and Memorial Elementary planning teams have operational flexibility to refine practices and policies to effectively implement the plan:

1. Restructure the campus staffing plan to recruit, interview, and hire highly qualified and certified Texas teachers who have proven success in working with high need learners in grades PK through 5th grade;
2. Restructure the salary schedule to include incentives for administrators and teachers employed in Focus Schools;
3. Restructure teacher schedules to include ongoing professional development, Professional Learning Communities meetings to design classroom instruction based on data, and content area meetings to design intervention and enrichment, instruction.
4. Restructure professional educator evaluation protocols to emphasize student growth and achievement..
5. Extend the hours of operation of the school to six o'clock to offer ACE intervention, enrichment, and safety activities.
6. Restructure course curriculum and PTA offerings to include character building training and strategies for students and families.
7. Redefine family and community partnerships to include participation in ACE activities that focus on school beautification, family education, safety, social services, etc.

Plano ISD will ensure the campus receives ongoing, intensive technical assistance and related support from the district and external consultants to modify campus and district policies as appropriate during planning to promote and encourage school improvement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 043910

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the school redesign will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Barron Elementary, Forman Elementary, and Memorial Elementary will develop a Talent Transformation plan that uses five Accelerating Campus Excellence (ACE) evidence-based strategies to implement successful school reform. The ACE initiative was designed based on national research surrounding the principle that transforming schools requires strong principal leadership and effective teachers coupled with an environment of high expectations for students and staff. Dallas ISD was one of the first adopters of the ACE model of talent transformation. The district conducted research to determine the effectiveness of the ACE program components on student achievement and found 30% more Kindergarten through second grade students on ACE elementary campuses read at or above grade level according to Istation assessments. This doubled the percentage of students at or above level from the year prior. Also, ACE campuses saw gains on 13 of 14 STAAR tested subjects with an average gain of 16 percentage points. Plano ISD will incorporate all five evidence-based strategies during implementation:

1. **Effective Principals and Teachers:** A strategic staffing plan will be created to include:
 - Principal and teaching staff recruitment based on successful record of student growth and success;
 - Refined teacher evaluation system that includes data analysis identifying teachers with a demonstrated record of significant student growth and achievement year over year;
 - 3-year financial incentives provided to ACE educators;
 - Targeted and differentiated professional development to improve teaching and learning; and
 - Teacher leaders who emphasize and serve as role models for the school mission and purpose.
2. **Instructional Excellence:** Teacher schedules will be restructured to include:
 - Ongoing training to focus on using disaggregated data to drive instructional decisions;
 - Technology systems to collect, analyze, and report data put into place to support launch of data use model;
 - Systems for common assessments developed;
 - Grade level PLC meetings scheduled for planning classroom instruction based on data;
 - Content area workshops to scaffold grade level, intervention, and enrichment curriculum; and
 - Frequent observation, coaching and feedback.
3. **Extended Learning:** Campus schedules restructured to include:
 - Extra hour of instruction each day for ACE afternoon intervention, enrichment, and safety activities;
 - Restructured school hours to extend the school day to 6pm;
 - Breakfast, lunch and dinner served to all students daily; and
 - Transportation plans revised to provide extended day routes.
4. **Social and Emotional Support:** Campus classes restructured to include:
 - Intentional leadership strategies to create and maintain positive relationships between adults and students;
 - Restorative justice practices to reduce student suspensions and disciplinary issues; and
 - Joyful incentives for students to increase positive behavior.
5. **Parent and Community Partnerships:** New partnerships with community organizations formed to provide:
 - Character-building program selected to develop student and educator leaders;
 - Increased communication protocols between educators, parents, and community members;
 - Wrap-around services, including but not limited to faith based organizations, municipal and city organizations such as Plano City Services, charities, and early education programs;
 - Campus beautification efforts both externally and internally; and
 - Improved collaboration with established Parent Teacher Associations (PTA).

Plano ISD will partner with the Best in Class Coalition to plan the evidence based program. During planning, campus representatives will meet with the ACE Learning Community. In the meetings, districts implementing ACE components during the 2018-19 school year will share best practices, lessons learned, and program progress. Campus teams will also attend regional ACE professional development meetings to learn about national best practices. ACE evaluation tools will be incorporated into the campus plans including a teacher climate survey administered twice each year and an ACE program evaluation administered at the end of each project year. Utilizing the same analytics for all districts to benchmark progress will enable Plano ISD to compare program effectiveness with non-ACE campuses and to share results with stakeholders.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 043910

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Planning☐ P2 Partnership☐ IMO Partnership**New School Planning**☐ Reset☐ Fresh-Start**Transformation Planning**☒ Talent Transformation Model☐ Transformation Strategy**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Plano Independent School District (PISD) Board of Trustees vision summarizes the strategic priority of the district: "Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking."

Strategy for improving low-performing schools:

Plano ISD cites two district initiatives in the strategic plan for improving low performing schools: (1) Close opportunity and achievement gaps through pervasive learner focused support; and (2) Build support and value an innovative, learning and mission-driven organizational culture. These initiative are built on the belief that today's classroom, community and global environments demand new learning standards for students, so that they will have the ability to successfully live in, learn in, lead and contribute to a world that is truly global, connected and increasingly competitive in scope and character. Successful learning is created by developing and maximizing each individual's:

- Essential academic, creative, communication, collaboration and critical thinking skills.
- Strong appreciation of arts and cultures.
- Responsible citizenship and character traits of integrity and ethics.
- Mental and physical well-being.

Successful learning is best achieved through engagement and collaborative partnerships with parents, families, positive adult and student role models and all sectors of the broader community. These partnerships include:

- Continuous engagement to strengthen relationships, establish trust and unity to better serve students.
- Collective accountability including shared vision, cooperative effort and responsible action among families, students, staff and the community.
- More vigorous corporate/local/state partnerships that generate the public involvement and community support needed to meet the demands of learning standards essential to the success of today's learner.
- Schools that are accountable to the local community. Accountability systems should reflect the performance of teachers and students in achieving successful student learning.

Strategy for increasing the number and percent of students in higher-rated schools:

Plano ISD believes that a learning community must create the conditions and capacities most conducive for students, teachers and leaders to perform at high levels and meet the expectations of Plano ISD learning standards. Ensuring high levels of student learning requires constant capacity development of the entire learning community. Such capacity development includes:

- Attracting, training and retaining a highly qualified staff that is reflective of our student population.
- Cultivating continuous innovation to improve organizational systems and processes.
- Integrating all systems to focus on improving teaching and learning.
- Implementing classroom strategies and technology tools to create personalized learning, and effective and efficient system management.
- Leveraging technology's potential to enrich and deepen the understanding of our students, so that the work designed for them is more engaging and respects their interactions with digital devices and connections to information and each other.
- Understanding the demographics of the student population, creating learning opportunities designed to support each student's specific needs, and enhancing learning through the education of families.
- Improving school infrastructures to support the Plano ISD learning standards and classroom environments.
- Understanding the global climate of competition for a highly educated work force.

Continuous improvement of both student and system performance is essential and must be shaped through data-informed decision-making.

- Continuous improvement means the use of relevant and readily available data to improve learning and organizational effectiveness;
- Measuring the growth of student achievement, including critical thinking, communication, collaboration, creativity and problem-solving skills, is accomplished using multiple measures; and
- Appropriate and varied types of assessments are essential for informing students about their level of success in ways that affirm and stimulate their efforts and for informing their teachers, so that more personalized learning experiences may be provided in a timely way.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plano ISD operates under the Managed Instruction theory of action with enhancements from the Performance Management design to meet the district's mission, vision, and goals:

- **Mission:** The mission of the Plano Independent School District is to provide an excellent education for each student.
- **Vision:** Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.
- **Goals:** Plano ISD has two major ongoing district goals: (1) Ensure continued improvement in student learning; and (2) Ensure efficient use of financial resources and budgeting.

Managed Instruction Design: The Managed Instruction Theory of Action as its approach is a stable, long-term framework for improving student achievement. Managed instruction is a comprehensive theory of action that embraces the idea that curriculum should be vertically aligned, written, taught, and tested. In Plano ISD, the district's central administration directs all instructional materials and methods, and ensures that students experience consistency and quality of instructional delivery across all campuses. Our district has refined the managed instruction processes to provide a system that includes vertically aligned common curriculum aligned to Texas Essential Knowledge and Skills (TEKS), a scope and sequence outlining curriculum units, formative and summative assessments aligned to State Assessment of Academic Readiness (STAAR) standards, and a technology based system for collecting, analyzing and recording student data. The proposed Talent Transformation project will expand the Managed Instruction theory of action by forming teams to review and align PK through fifth grade Reading and Math curriculum, create scope and sequences for intervention curriculum to target prerequisite skills and close achievement gaps across grade levels; and create a scope and sequences for enrichment curriculum to focus on solving problems involving multiple math skills and develop critical thinking skills.

Performance Management Design: Plano ISD focuses central administration on the most critical functions of campus accountability through improved teaching and learning and differentiated Human Resources systems. **Professional Learning:** The district provides differentiated paths of continuous improvement for all educators through professional learning choices. Educators select the professional development they will attend. In school based professional learning communities, teachers model and share instructional best practices with peers. This philosophy of professional learning is designed to be a reflective and continuous growth process where learning extends into practice, positively impacting student success. The proposed Talent Transformation project will expand the performance management design by restructuring data use procedures and systems used by teachers in professional learning communities. Training will be conducted in using data to make instructional decisions. Technology based systems for data collection, analysis, and reporting will be put into place. Coaching will be provided to implement best practices into classroom instruction. These changes will positively impact the ability of educators to improve teaching and learning. **Human Resources:** Plano ISD offers a differentiated Human Resources system that identifies paths for performance improvement and ensures that educator placement is a function of student needs rather than adult preferences. The proposed Talent Transformation project will expand the district's performance management perspective by defining characteristics of effective teachers in high need campuses; providing educator incentives to place the best teachers in low performing schools; refining the teacher evaluation system to include student growth and achievement as priority scoring measures; and creating a Human Resources system for recruiting, interviewing, and retaining effective teachers.

Conclusion: The proposed Talent Transformation project expands upon the Managed Instruction and Performance Management designs to achieve the vision, mission, and the goals of Plano ISD and the PISD Board of Trustees. Our district believes use of the theories of action within the Talent Transformation plan will result in a long-term framework for improving student achievement. Our students, families, educators, and community partners are committed to planning and implementing a plan that will transform the culture of Barron Elementary, Forman Elementary, and Memorial Elementary into high expectation, performance campuses.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 043910

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 043910

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 043910

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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MEMORANDUM

TO: Texas Education Agency
FROM: Sara Bonser, Superintendent, Plano ISD
DATE: May 4, 2018
RE: Letter of Intent for Plano ISD – Talent Zone Planning Grant

Plano ISD, a district of 54,000 students, 71 schools, 25 of which are Title 1, is committed to providing a quality education to all students, regardless of race, socioeconomic status, or physical zip code. On a personal level, I will always make decisions that are in the best interest of students' long-term success. A key decision that supports that commitment to students is the decision to begin the planning process to implement the Accelerating Campus Excellence (ACE) program beginning in the 2019-2020 school year.

There are without a doubt numerous bright spots across our district, and I am proud each and every day of the accomplishments made by our students and staff. However, there also exists serious inequities in academic performance within Plano ISD, and those underperforming campuses all experience some, if not all, of the following characteristics: Between 60% and 89% economically disadvantaged student populations at 13 of our campuses as well as:

1. High student mobility rates within the school year and year-over-year
2. Significant achievement gaps by race and/or income level
3. Higher proportion of the student population with social-emotional support needs
4. Higher needs for specialized programs such as RtI and wrap-around services
5. Above average discipline referrals, that in many cases are disproportionally represented by race/gender compared to the district average

As the Superintendent, I refuse to accept these outcomes as the norm in Plano ISD. As a result, my leadership team and I have followed the ACE program from afar, seeing the tremendous success for students in challenging circumstances, and we are committed to planning in the 2018-2019 school year for implementation in 2019-2020 school year.

Through collaboration with current ACE districts leadership (Dallas, Fort Worth, Richardson and Garland ISD), Plano ISD is committed to planning for implementation of the ACE model, adhering to the following five programmatic requirements, as well as a core set of principles (see below) to ensure the model is implemented with fidelity over a 3-year period. There will of course be local elements to the Plano ISD version based on buy-in and input from key stakeholders within our district.

1) Effective Principals and Teachers:

- Strategic Staffing: campuses are fully reconstituted and strategically staffed to include effective principal and teaching staff, as identified by teacher evaluation system or data analysis identifying teachers with a demonstrated record of significant student growth year over year.
- 3-year financial incentives provided to ACE educators (\$15K for principals and \$10K for teachers annually)
- Targeted and differentiated professional development
- Emphasis on mission and purpose

2) Instructional Excellence:

- Focus on data analysis and high quality professional learning communities (PLCs)
- Specified planning and collaboration time for teachers in grade level and subject alike settings
- A culture of frequent observation, coaching and feedback

3) Extended Learning:

- Extra hour embedded into the instructional day, specifically for reading and math interventions
- Campus remains open until 6 p.m. for interventions, student enrichment, community partnerships and safety
- Breakfast, lunch and dinner served to all students

4) Social and Emotional Support:

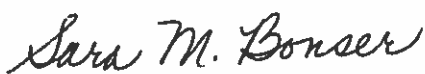
- Emphasis on creating and maintaining positive relationships between adults and students
- Reduction of student suspensions and disciplinary issues through restorative justice practices
- Creation and implementation of joyful incentives for students

5) Parent and Community Partnerships:

- Increased communication protocols between educators and parents/community members
 - New partnerships with community organizations providing wrap-around services, including but not limited to faith based organizations, municipal/city organizations, charities, and early education programs
 - Strong parent/teacher association engagement
 - Campus beautification efforts both externally and internally
-
- Administration of teacher climate survey 2x per year (December and May)
 - Joining the ACE Learning Community and maintaining the ACE brand for selected campuses
 - Aligning Plano ISD teacher professional development days to align with other ACE districts
 - Conducting an ACE program evaluation at the end of each year, utilizing the same analytics framework as partner ACE districts

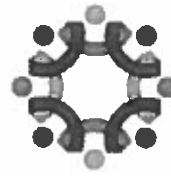
Plano ISD is committed to planning for a successful implementation of the ACE model in the 2019-2020 school year, as our students in greatest need deserve nothing less from us. We are excited about this opportunity to partner with TEA to support this work, we are excited to collaborate with our peer districts who are already implementing the ACE program. We feel a great sense of urgency that ALL of our students realize their true potential once they are afforded the resources, both human capital and physical, that they need to be successful. To get a different result for our students who have greater needs, we must be take bold and courageous steps on their behalf. Plano ISD is committed to a quality education for ALL students, and this is a big step in making that commitment a reality.

Sincerely,



Sara M. Bonser
Superintendent
Plano ISD

MEMORANDUM



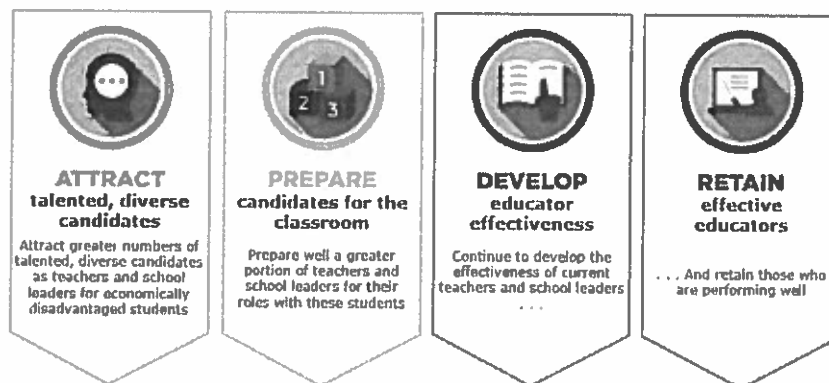
Best In Class

TO: PLANO ISD and Texas Education Agency
FROM: Dottie Smith, Managing Director, Best in Class
DATE: May 4, 2018
RE: Letter of Support for PLANO ISD – Talent Zone Planning Grant

The **Best in Class Coalition** is a community initiative that is powered by The Commit Partnership and Communities Foundation of Texas. Alongside education leaders and willing partners, we have agreed to align the work of the coalition to achieve one overarching goal:

Grow the proportion of students in Dallas-Fort Worth who are on track for college and career success by increasing access to effective and diverse teachers and school leaders.

To achieve this, Best in Class is focused on four key levers:



The Accelerating Campus Excellence (ACE) Overview: The Accelerating Campus Excellence (ACE) model has closed historically persistent achievement gaps for students in Dallas ISD, and replication of the model in 2017-2018 school year to Fort Worth ISD. In the 2018-2019 school year, ACE will expand to Richardson ISD and Garland ISD, with many more districts interesting in implementation for the 2019-2020 school year. This is a strategic staffing effort that places a district's more effective teachers and school leaders, as demonstrated by student growth data, at campuses identified by academic performance that is far below the district average and in many cases, are unacceptable based on state accountability standards.

Best in Class Progress – Summary of Support: Best in Class has played a pivotal role with Plano ISD in their exploration of the Accelerating Campus Excellence (ACE) model by engaging with key district leaders, from the initial conversation through planning and implementation to day one in the classroom. The Best in Class team serves as a resource for district leaders after year one, including, but not limited to:

- Facilitation of the ACE Learning Community, of which Plano ISD is a member. This learning community gathers districts to discuss key ACE implementation topics from Curriculum & Instruction to Human Resources. Meetings are held at current ACE campuses, allowing time for districts to tour schools and create a community of learning and continuous improvement.



- Conducting data analysis for campus selection and effective teacher and campus leader identification through an analysis of absolute and relative growth performance as well as demographic analysis.
- Enhancing the ACE Toolkit, which serves as a warehouse of implementation resources: Resources developed by Best in Class as well as from participating districts, including communication materials, run of shows for ACE events, Master Schedules, and logistical implementation timelines to name a few.
- Ongoing support to key district leaders via communications and planning meetings
- Identifying opportunities for grants and external philanthropic support for ACE: Best in Class team assists district with identification of grants and philanthropic donors to align private resources to supplement public investments.

Through coordination by the Best in Class Team, Plano ISD has agreed to the following five ACE Programmatic Requirements, as well as a core set of principles to ensure the ACE model is implemented with fidelity. While local flexibility is encouraged, Plano ISD has agreed to the following programmatic pillars for a minimum 3-year period per campus.

1) Effective Principals and Teachers:

- Strategic Staffing: campuses are fully reconstituted and strategically staffed to include effective principal and teaching staff, as identified by teacher evaluation system or data analysis identifying teachers with a demonstrated record of significant student growth year over year.
- 3-year financial incentives provided to ACE educators (to date, \$15K for principals and \$10K for teachers annually – local flexibility is allowable in financial incentives, not to fall below \$12,500 for principals and \$8,000 for teachers)
- Targeted and differentiated professional development
- Emphasis on mission and purpose

2) Instructional Excellence:

- Focus on data analysis and professional learning communities
- Specified planning and collaboration time for teachers in grade level and subject alike settings
- A culture of frequent observation, coaching and feedback

3) Extended Learning:

- Extra hour embedded into the instructional day, specifically for reading and math interventions
- Campus remains open until 6pm for interventions, student enrichment, and safety
- Breakfast, lunch and dinner are served to all students

4) Social and Emotional Support:

- Emphasis on creating and maintaining positive relationships between adults and students
- Reduction of student suspensions and disciplinary issues through restorative justice practices
- Creation and implementation of joyful incentives for students

5) Parent and Community Partnerships:

- Increased communication protocols between educators and parents/community members
- New partnerships with community organizations providing wrap-around services, including but not limited to faith based organizations, municipal/city organizations, charities, and early education programs
- Campus beautification efforts both externally and internally



Administration of Best in Class (or similar) teacher climate survey 2x per year (December and May): allowing for assessment of ACE progress after the first semester in year one in regards to climate and culture as compared to the end of the previous non-ACE year.

Join the ACE Learning Community and maintain the ACE brand for selected campuses: existing ACE districts come together multiple times each year to share best practices, lessons learned, and program progress leveraging the power of collaboration and a shared regional brand.

Align district teacher professional development days across ACE districts: coordination between districts on teacher in-service days allows for joint, high quality ACE PD across districts where national best practice organizations can be solicited, given the number of districts/teachers involved.

Conduct an ACE program evaluation at the end of each year, utilizing the same analytics framework for all ACE districts: benchmarking district and regional ACE progress against non-ACE campuses and districts will result in strong proof points that can be shared back to stakeholders (education prep programs, Texas Education Agency, Legislature, etc) to change behavior and inform decision making.

Grant Recommendation:

Based on the strong partnership that Plano has committed to work with Best-In-Class and the commitment to a vision of high expectations and long term plans for students with challenged academic backgrounds, Best in Class strongly recommends Plano ISD to be named for Talent Zone Planning Grant given their commitment to implement the ACE model with strong fidelity in the 2019 school year on campuses that are in "Improvement Required" status or those that have significant achievement gaps by income and/or race. Furthermore, Best in Class has partnered with Plano ISD to provide guidance and assistance in the model design and planning process to date, and can attest to the fidelity in which Plano ISD is intending to implement the model, with ongoing support from the Best in Class team. We feel confident this model will result in significant academic gains for the students who need it the very most.

